DOCUMENT RESUME

ED 479 473 UD 035 827

AUTHOR	Antunez, Beth
TITLE	English Language Learners in the Great City Schools: Survey Results on Students, Languages and Programs.
INSTITUTION	Council of the Great City Schools, Washington, DC.
PUB DATE	2003-03-00
NOTE	21p.; For a related document, see UD 035 828.
AVAILABLE FROM	Council of the Great City Schools, 1301 Pennsylvania Avenue, NW, Suite 702, Washington, DC 20004 ($20). Tel: 202-393-2427; Fax: 202-393-2400; Web site: http://www.cgcs.org.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	*Bilingual Education; Educational Assessment; *English (Second Language); Enrollment; Limited English Speaking; Minority Group Children; National Surveys; School Districts; Second Language Learning; Second Language Programs; *Urban Schools
IDENTIFIERS	Council of Great City Schools

ABSTRACT

The Council of the Great City Schools conducted a survey to study the numbers and characteristics of English language learners (ELLs) in member school districts. Bilingual education directors in the organization's 58 cities were asked to use data for the 2001-2002 school year to provide information about ELLs in their districts. Responses were received from 36 member districts (62%). Survey findings show that U.S. urban schools enrolled approximately 1,211,000 English language learners, about 31% of all ELLs in the country. Ten districts had ELL enrollments over 25,000, and six districts had ELL enrollments over 50,000. Spanish was the native language of 86.3% of the ELLs in these districts, followed by Hmong at 2.9%. Thirty-five school districts had net increases in the number of ELLs between 1998-1999 and 2000-2001, and 10 districts had net decreases. Nationwide, the percentage of ELLs is increasing. The most frequently offered program for these students in responding districts was Sheltered English as a Second Language (ESL), and pullout or self-contained ESL was the second most common option. Sixty-eight percent of districts offered dual language programs; most of these were offered only for Spanish-speaking students. ELLs are being assessed in the responding school districts, and 34 districts specified the instruments they are using. The most common accommodations include additional time to complete the examinations and the use of bilingual dictionaries or glossaries. (SLD)

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English Language Learners in the Great City Schools: Survey Results on Students, Languages and Programs

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March 2003

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English Language Learners in the Great City Schools:

Survey Results on Students, Languages and Programs

Acknowledgments

The Council of the Great City Schools thanks the Directors of Bilingual Education from the member districts who provided data for this report and who reviewed drafts of the document.

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March 2003

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English Language Learners in the Great City Schools: Survey Results
By the
Council of the Great City Schools

I. Introduction

The large urban school districts that comprise the Council of the Great City Schools enroll over 14 percent of the nation's schoolchildren and over 30 percent of the nation's English language learners (ELLs). The Council's commitment to quality instruction and high academic achievement for all students and the growing number of ELL students in our cities prompted the organization to establish a national task force on bilingual, immigrant and refugee education in 1998.

Composed of Superintendents, School Board Members, Bilingual Education Directors, College of Education deans, and other district staff, the Task Force's goal is to improve the education of ELLs and immigrant children in the nation's cities. One of the objectives of the group is to track the numbers and characteristics of ELLs in the nation's major urban school districts, inventory services available to them, and assess variables that effect their achievement. This report is designed to meet that objective.

II. Methodology

On October 30, 2002, the Council distributed a survey *via* email and fax to the bilingual education directors[1] in the organization's 58 cities[2]. School districts were asked to base their responses on data for the 2001-2002 school year. About 62% (36) of the member districts responded. Where possible, data were gathered from state or district websites for the remaining districts.

The reader should note that not all participants replied to each question in the survey. Consequently, response rates vary by item and percentages were calculated using differing denominators. Data, moreover, from the National Center for Education Statistics (NCES) and from state and local websites were used when survey data were incomplete. In addition, the most recent national ELL data are for the 2000-2001 school year and were used in lieu of local data when both were available. In cases where NCES and website data were superceded by local data, these figures are footnoted and a total for all reporting districts is included. Results should be interpreted carefully.

III. Results

Survey results are presented below in several categories: enrollments, numbers and types of languages spoken, share of ELLs in the nation's urban schools, changes in enrollment, instructional programs, assessments and accommodations.

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[1] Bilingual education director refers to the senior administrative staff person within the district responsible for the education of ELLs.

[2] Greenville County School District joined the Council after surveys were distributed, bringing total membership to 59 districts. Their numbers are included in this report only when available through NCES. For all other calculations involving percentage of districts reporting, 58 is the denominator.

How many ELLs do the Great City Schools enroll?

Data were collected on 58 of the Great City School districts from the National Center on Educational Statistics (NCES) and the National Clearinghouse for English Language Acquisition (NCELA). Results were supplemented, when NCES or NCELA data were not available, by 2001-02 data from local websites or member research directors. In the case of some districts in Ohio, State Department of Education data were used.

The results showed that the nation's urban schools enrolled approximately 1,211,000 English language learners. This number represented some 31% of all 3,908,095 ELLs in the nation. (See Graph 1 and Table 1.)

Ten of the districts had ELL enrollments over 25,000. Six districts reported having ELL enrollments over 50,000: Chicago (57,767), Dallas (53,053), Houston (56,738), Los Angeles (311,958), Miami-Dade (66,719), and New York City (180,440). Seven districts reported having fewer than 1,000 ELLs: Baltimore, Birmingham, Dayton, Greenville, Norfolk, Richmond, and Toledo.

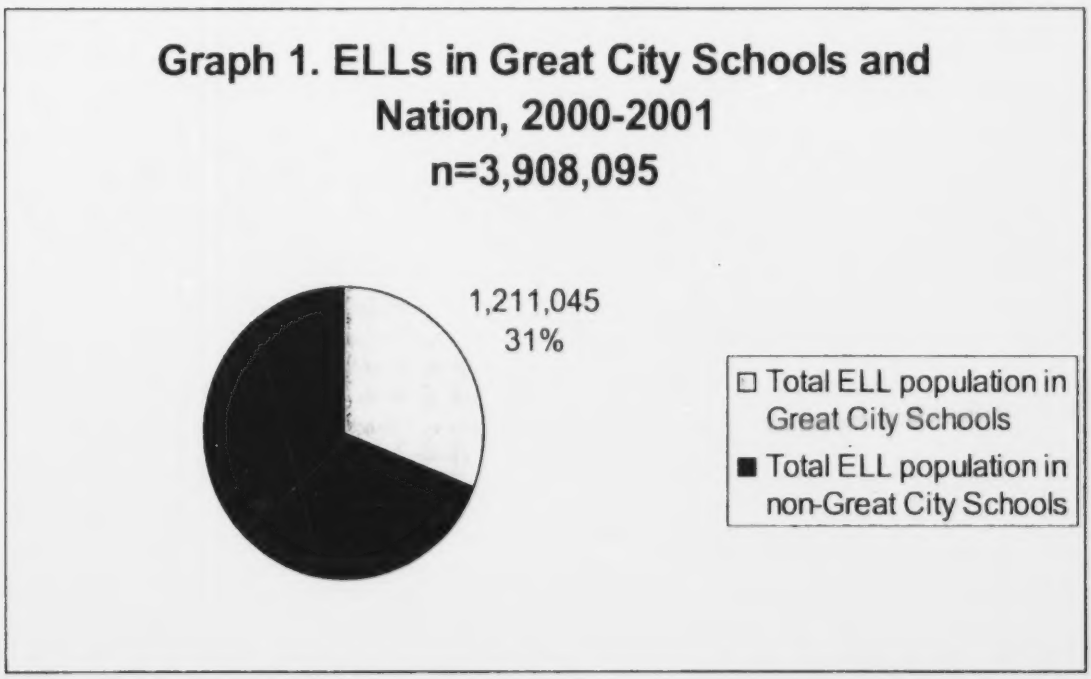
Graph 1. ELLs in Great City Schools and Nation, 2000-2001
n=3,908,095
1,211,045
31%
Total ELL population in Great City Schools
Total ELL population in non-Great City Schools

Table 1. Total Number of ELLs by District, 2000-2001

	Number of ELLs
Albuquerque	15,606
Anchorage	5,844 *
Atlanta	2,065
Austin	13,841
Baltimore	712
Birmingham	222
Boston	13,217
Broward County	27,297
Buffalo	3,342 *
Charlotte	5,570
Chicago	57,767
Clark County	32,430
Cleveland	3,045 ^
Columbus	2,964 †
Dallas	53,053
Dayton	52 ^
Denver	19,613
Des Moines	2,670
Detroit	8,216 †
District of Columbia	8,594
Duval County	2,074
Fort Worth	20,273
Fresno	24,806
Greenville	676
Guilford County	2,561
Hillsborough	17,156
Houston	56,738
Indianapolis	1,460
Jefferson County	1,080
Long Beach	34,132
Los Angeles	311,958
Memphis	1,933
Miami-Dade	66,719
Milwaukee	5,390 *
Minneapolis	10,612
Nashville	7,376
New Orleans	1,645
New York City	180,440
Newark	4,004 *
Norfolk	53
Oakland	19,344
Oklahoma City	8,371
Omaha	3,491
Orange County	15,269
Philadelphia	10,864 *
Pittsburgh	na
Portland	5,543
Providence	5,772
Richmond	306
Rochester	3,062
Sacramento	14,945
Salt Lake City	6,524
San Diego	39,491
San Francisco	18,893 *
Seattle	5,899
St. Louis	2,433
St. Paul	15,952
Toledo	518 ^
Tucson	7,162
Total	1,211,045
Total ELL Population in 50 States and DC	3,908,095 #

† Self-reported data, 2001-2002.

^ From the Ohio Department of Education website.

* NCES data replaced with data from district Research Department.

From the National Clearinghouse for English Language Acquisition, Survey of the States' Limited English Proficient students and available educational programs and services, 2000-2001.

All other data from the National Center for Education Statistics, Characteristics of the 100 largest public elementary and secondary school districts in the U.S., 2000-2001.

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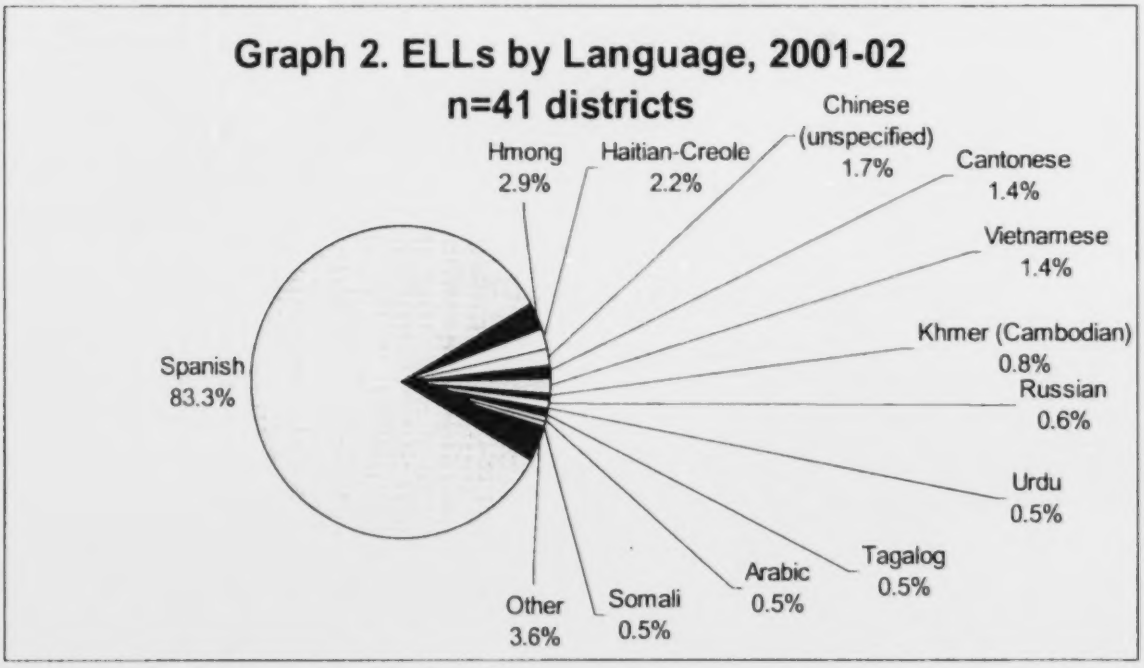
What languages are most commonly spoken by ELLs in the Great City Schools?

Each district was asked to indicate the six most frequently spoken languages by their ELL students in 2001-02 and the number of students speaking each of these six languages. Some 41 (71%) of the districts responded. Forty-two different languages were reported among the most-frequently spoken six languages in each of the school districts (See Table 2). Thirty-six of the 41 districts reported Spanish as the most frequently-spoken language, while Somali, Vietnamese, Cantonese, Serbo-Croatian, and Hmong were the most spoken language in Columbus, New Orleans, San Francisco, St. Louis, and St. Paul, respectively. Overall, Spanish was the most common native language of the 83.3% of ELLs in the Great City Schools, followed by Hmong (2.9%), Haitian-Creole (2.2%), Chinese (unspecified)[3] (1.7%), Cantonese (1.4%), and Vietnamese (1.4%). All other languages comprised less than 1% of the ELLs in these districts (See Graph 2 and Tables 2 and 3).



[3] "Chinese" refers to the written language of China, while Cantonese, Mandarin, etc. refer to the spoken languages of the written characters. Many districts reported on the number of Cantonese, Mandarin, etc. speakers, while others reported Chinese as the language. In the latter case, these have been compiled as "Chinese (unspecified)."

Table 2. Most Frequently Spoken Languages, 2001-2002

(Compilation of Each District's Six Predominant Languages)

Languages Spoken	Number Speaking Language	Percent of total ELLs
Albanian	579	0.1%
Amharic	258	0.0%
Arabic	5,010	0.5%
Armenian	4,092	0.4%
Bengali	4,078	0.4%
Bosnian	459	0.0%
Burmese	138	0.0%
Cantonese	13,202	1.4%
Cape Verdean	687	0.1%
Chaldean	198	0.0%
Chinese (unspecified)	16,200	1.7%
Dari	119	0.0%
Farsi	37	0.0%
French	1,474	0.2%
Fulani	27	0.0%
Haitian-Creole	20,800	2.2%
Hmong	27,984	2.9%
Japanese	43	0.0%
Korean	4,205	0.4%
Khmer (Cambodian)	7,613	0.8%
Kurdish	589	0.1%
Lao	2,323	0.2%
Mien	1,723	0.2%
Mandarin	1,187	0.1%
Navajo	619	0.1%
Nuer	297	0.0%
Oromo	295	0.0%
Polish	2,918	0.3%
Portuguese	4,162	0.4%
Pulaar	7	0.0%
Romanian	159	0.0%
Russian	6,084	0.6%
Samoan	321	0.0%
Serbo-Croatian	2,830	0.3%
Somali	4,340	0.5%
Spanish	795,183	83.3%
Tagalog	5,013	0.5%
Tongan	663	0.1%
Twi	87	0.0%
Ukranian	176	0.0%
Urdu	5,186	0.5%
Vietnamese	13,742	1.4%
Total	**955,107**	**100.0%**

n=41 districts

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Table 3. Great City School's Predominant Language Groups, Numbers and Percentages, 2001-2002

	Most Spoken Native Language	Number of Speakers	2nd Most Spoken Native Language	Number of Speakers	3rd Most Spoken Native Language	Number of Speakers	4th Most Spoken Native Language	Number of Speakers	5th Most Spoken Native Language	Number of Speakers	6th Most Spoken Native Language	Number of Speakers	Total ELLs speaking top 6 native languages	Total Number of ELLs in District
Albuquerque	Spanish	13,356	Navajo	506	Vietnamese	256	Arabic	65	Korean	29	Japanese	23	14,235	14,530
Atlanta	Spanish	1,412	Vietnamese	222	French	50	Amharic	44					1,728	1,728
Baltimore	Spanish	590	Arabic	43	Vietnamese	39	Urdu	31	Tagalog	29	Serbo-Croatian	28	760	1,195
Boston	Spanish	5,849	Haitian-Creole	1,041	Chinese (unspecified)	772	Cape Verdean	687	Vietnamese	469	Portuguese	364	9,182	9,808
Broward	Spanish	16,882	Haitian-Creole	6,794	Portuguese	1,698	French	419	Arabic	228	Chinese (unspecified)	223	26,244	27,709
Charlotte	Spanish	4,952	Vietnamese	428	Hmong	239	Russian	198	Arabic	155	Bosnian	151	6,123	7,730
Chicago	Spanish	54,960	Polish	2,916	Cantonese	1,238	Urdu	1,162	Arabic	1,116	Serbo-Croatian	757	62,151	67,157
Columbus	Somali	1,160	Spanish	904	Arabic	92	Khmer (Cambodian)	78	Twi	72	Amharic	64	2,370	2,964
Detroit	Spanish	5,583	Arabic	949	Hmong	537	Bengali	534	Chaldean	198	Romanian	159	7,960	8,216
District of Columbia	Spanish	3,782	Vietnamese	194	Amharic	150	French	78	Arabic	52	Chinese (unspecified)	76	4,332	5,068
Duval County	Spanish	863	Serbo-Croatian	413	Albanian	155	Arabic	139	Vietnamese	139	Tagalog	114	1,823	2,486
Fort Worth	Spanish	19,803	Vietnamese	350	Khmer (Cambodian)	43	Lao	38	Korean	36	Bosnian	25	20,295	20,742
Fresno*	Spanish	15,526	Hmong	7,470	Khmer (Cambodian)	1,291	Lao	992	Armenian	184	Vietnamese	156	25,619	25,894
Guilford County	Spanish	1,261	Vietnamese	199	Urdu	114	Arabic	117	Korean	48	Khmer (Cambodian)	35	1,774	2,364
Hillsborough	Spanish	12,725	Vietnamese	234	Haitian-Creole	184	Portuguese	100	Korean	75	Serbo-Croatian	59	13,377	17,321
Houston	Spanish	56,000	Vietnamese	610	Arabic	265	Urdu	205	Mandarin	145	Bosnian	85	57,310	60,000
Indianapolis	Spanish	1,570	Vietnamese	12	French	11	Urdu	9	Serbo-Croatian	7	Pulaar	7	1,616	1,671
Jefferson County	Spanish	803	Vietnamese	303	Somali	79	Russian	63	Korean	59	Mandarin	37	1,344	2,445
Long Beach	Spanish	28,623	Khmer (Cambodian)	3,115	Tagalog	571	Samoan	321	Vietnamese	312	Lao	205	33,147	33,780
Los Angeles	Spanish	282,515	Armenian	3,908	Korean	3,858	Tagalog	2,268	Cantonese	1,668	Vietnamese	975	295,192	302,278
Minneapolis	Spanish	3,983	Hmong	3,533	Somali	1,935	Oromo	295	Lao	279	Vietnamese	108	10,113	11,063
Memphis	Spanish	1,646	Vietnamese	294	Arabic	104	Cantonese	89	Khmer (Cambodian)	49	Fulani	27	2,209	2,483
Miami-Dade	Spanish	55,884	Haitian-Creole	6,086	French	550	Portuguese	504	Chinese (unspecified)	185	Arabic	138	63,347	64,086
Milwaukee	Spanish	5,448	Hmong	1,334	Serbo-Croatian	141	Lao	107	Arabic	71	Vietnamese	25	7,126	7,279
Nashville	Spanish	2,877	Kurdish	589	Arabic	409	Vietnamese	234	Somali	197	Korean	100	4,406	5,522
New Orleans	Vietnamese	950	Spanish	780	Haitian-Creole	37	Albanian	22	Japanese	20	Arabic	18	1,827	2,000
New York City	Spanish	94,114	Chinese (unspecified)	14,944	Russian	3,818	Urdu	3,639	Bengali	3,544	Haitian-Creole	3,289	123,348	144,942
Newark	Spanish	2,497	Portuguese	793	Haitian-Creole	101	French	39	Urdu	26	Twi	15	3,471	3,597
Oakland *	Spanish	12,540	Cantonese	2,190	Vietnamese	1,059	Khmer (Cambodian)	850	Mien	849	Arabic	316	17,804	18,589
Omaha	Spanish	3,369	Nuer	297	Arabic	47	Mandarin	33	Hmong	25	French	14	3,785	3,960
Orange County	Spanish	19,137	Haitian-Creole	3,255	Vietnamese	654	Portuguese	703	Arabic	314	French	295	24,358	26,460
Philadelphia	Spanish	6,528	Khmer (Cambodian)	1,111	Vietnamese	838	Russian	399	Albanian	298	Arabic	286	9,460	12,843
Portland	Spanish	2,555	Vietnamese	650	Russian	538	Cantonese	301	Ukranian	176	Hmong	163	4,383	5,453
Richmond	Spanish	261	French	18	Mandarin	14	Arabic	14	Haitian-Creole	13	Khmer (Cambodian)	12	332	409
Rochester	Spanish	2,254	Vietnamese	157	Somali	118	Arabic	72	Lao	47	Farsi	37	2,685	2,968
Sacramento*	Spanish	6,021	Hmong	3,926	Cantonese	1,215	Mien	1,074	Vietnamese	680	Russian	682	13,600	16,452
Salt Lake City	Spanish	5,194	Tongan	663	Vietnamese	284	Bosnian	198	Navajo	113	Somali	104	6,556	6,855
San Diego*	Spanish	32,031	Vietnamese	1,884	Tagalog	1,369	Lao	655	Khmer (Cambodian)	648	Hmong	379	36,966	40,171
San Francisco*	Cantonese	6,501	Spanish	6,115	Mandarin	958	Tagalog	662	Vietnamese	516	Russian	386	15,138	16,652
St. Louis	Serbo-Croatian	1,425	Vietnamese	323	Spanish	290	Dari	119	Somali	105	Albanian	104	2,366	2,672
St. Paul	Hmong	10,376	Spanish	3,720	Somali	642	Khmer (Cambodian)	381	Vietnamese	186	Burmese	138	15,445	16,464
													855,107	1,026,007

*From State website
n=41 districts

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How have ELL enrollments in the Great City Schools changed?

The Council gathered comparable ELL enrollment data on 45 districts for the 1998-99 and 2000-01 school years. The number of ELLs in these big city school districts increased by about 106,000 students, or 10.3%, over this period. Toledo had the largest increase in ELL students, at 208.3%, and Dayton had the largest decrease, at -38.8%. Thirty-five districts had net gains in their numbers of ELL students, and 10 districts had net decreases (See Table 4).

Are ELL enrollments rising as a percentage of total enrollments?

NCES collects total and ELL enrollment data on each of the 100 largest districts in the nation. Comparable data were available on 45 of the Great City School districts in 1998-99 and 2000-01. Figures were supplemented by the Council with local numbers where available. The share of total district enrollments that were ELLs increased from 18.0% in 1998-99 to 18.8% in 2000-01. Los Angeles had the highest percentage of ELLs in both years, 45.2% in 1998-99 and 43.2% in 2000-01. Norfolk had the lowest percentage of ELLs in both years, under 0.2%. (See Table 5.)

Table 4. ELL Enrollment Increases, 1998-99 to 2000-01

	1998-99 ELLs	2000-2001 ELLs		Change	% Change
Atlanta	1,277	2,065		788	61.7%
Austin	10,732	13,841		3,109	29.0%
Baltimore	574	712		138	24.0%
Boston	9,319	13,217		3,898	41.8%
Broward County	20,091	27,297		7,206	35.9%
Buffalo	3,302	3,342	*	40	1.2%
Charlotte	2,649	5,570		2,921	110.3%
Chicago	62,865	57,767		-5,098	-8.1%
Clark County	26,896	32,430		5,534	20.6%
Cleveland	3,095	3,045	^	-50	-1.6%
Dallas	52,305	53,053		748	1.4%
Dayton	85	52	^	-33	-38.8%
District of Columbia	5,121	8,594		3,473	67.8%
Duval County	1,674	2,074		400	23.9%
Fort Worth	18,652	20,273		1,621	8.7%
Fresno	25,473	24,806		-667	-2.6%
Greenvile	242	676		434	179.3%
Guilford County	1,983	2,561		578	29.1%
Hillsborough	16,063	17,156		1,093	6.8%
Houston	49,345	56,738		7,393	15.0%
Long Beach	31,263	34,132		2,869	9.2%
Los Angeles	310,955	311,958		1,003	0.3%
Memphis	1,746	1,933		187	10.7%
Miami-Dade	46,365	66,719		20,354	43.9%
Milwaukee	4,729	5,390	*	661	14.0%
Minneapolis	9,240	10,612		1,372	14.8%
Nashville	2,617	7,376		4,759	181.8%
New York City	148,399	180,440		32,041	21.6%
Norfolk	61	53		-8	-13.1%
Oakland	17,737	19,344		1,607	9.1%
Oklahoma City	5,600	8,371		2,771	49.5%
Omaha	1,775	3,491		1,716	96.7%
Orange County	10,535	15,269		4,734	44.9%
Portland	4,672	5,543		871	18.6%
Providence	7,017	5,772		-1,245	-17.7%
Richmond	239	306		67	28.0%
Rochester	2,697	3,062		365	13.5%
Sacramento	15,055	14,945		-110	-0.7%
Salt Lake City	10,034	6,524		-3,510	-35.0%
San Diego	38,542	39,491		949	2.5%
San Francisco	19,370	18,893	*	-477	-2.5%
St. Louis	1,529	2,433		904	59.1%
St. Paul	14,783	15,952		1,169	7.9%
Toledo	168	518	^	350	208.3%
Tucson	8,368	7,162		-1,206	-14.4%
Total	**1,025,239**	**1,130,958**		**105,719**	**10.3%**

* NCES data replaced with data from district Research Department.

^ From the Ohio Department of Education website.

Data from the National Center for Education Statistics, Characteristics of the 100 largest public elementary and secondary school districts in the U.S.: 2000-2001

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Table 5. ELLs as a Percentage of Enrollment by District, 1998-99 to 2000-01

	1998-99 Enrollment	1998-99 ELLs	% of Total	2000-2001 Enrollment	2000-2001 ELLs	% of Total
Atlanta	60,541	1,277	2.1%	58,230	2,065	3.5%
Austin	79,496	10,732	13.5%	77,816	13,841	17.8%
Baltimore	106,540	574	0.5%	99,859	712	0.7%
Boston	63,004	9,319	14.8%	63,024	13,217	21.0%
Broward County	225,619	20,091	8.9%	251,129	27,297	10.9%
Buffalo	47,163	3,302	7.0%	54,785 *	3,342 *	6.1%
Charlotte	98,758	2,649	2.7%	103,336	5,570	5.4%
Chicago	430,841	62,865	14.6%	435,261	57,767	13.3%
Clark County	203,579	26,896	13.2%	231,655	32,430	14.0%
Cleveland	74,336	3,095	4.2%	74,183 *	3,045 ^	4.1%
Dallas	159,908	52,305	32.7%	161,548	53,053	32.8%
Dayton	22,590 ^	85 ^	0.3%	23,522	52 ^	0.2%
District of Columbia	65,853	5,121	7.8%	68,925	8,594	12.5%
Duval County	127,411	1,674	1.3%	125,846	2,074	1.6%
Fort Worth	70,627	18,652	26.4%	79,691	20,273	25.4%
Fresno	78,258	25,473	32.6%	79,007	24,806	31.4%
Greenville	57884	242	0.4%	59,875	676	1.1%
Guilford County	61,154	1,983	3.2%	61,409 *	2,561	4.2%
Hillsborough	156,452	16,063	10.3%	164,311	17,156	10.4%
Houston	191,765	49,345	25.7%	208,462	56,738	27.2%
Long Beach	89,214	31,263	35.0%	93,694	34,132	36.4%
Los Angeles	688,574	310,955	45.2%	721,346	311,958	43.2%
Memphis	107,641	1,746	1.6%	113,730	1,933	1.7%
Miami-Dade	352,595	46,365	13.1%	368,453 *	66,719	18.1%
Milwaukee	99,814	4,729	4.7%	97,994 *	5,390 *	5.5%
Minneapolis	48,487	9,240	19.1%	48,834	10,612	21.7%
Nashville	60,865	2,617	4.3%	67,669	7,376	10.9%
New York City	972,606	148,399	15.3%	1,066,516	180,440	16.9%
Norfolk	37,913	61	0.2%	37,349	53	0.1%
Oakland	54,256	17,737	32.7%	54,863	19,344	35.3%
Oklahoma City	39,675	5,600	14.1%	39,750	8,371	21.1%
Omaha	45,118	1,775	3.9%	45,197	3,491	7.7%
Orange County	138,866	10,535	7.6%	150,681	15,269	10.1%
Portland	54,546	4,672	8.6%	53,141	5,543	10.4%
Providence	24,277	7,017	28.9%	26,937	5,772	21.4%
Richmond	27,621	239	0.9%	27,237	306	1.1%
Rochester	38,261	2,697	7.0%	36,294	3,062	8.4%
Sacramento	51,378	15,055	29.3%	52,734	14,945	28.3%
Salt Lake City	61,498	10,034	16.3%	25,367	6,524	25.7%
San Diego	138,433	38,542	27.8%	141,804	39,491	27.8%
San Francisco	63,823	19,370	30.3%	59,979	18,893 *	31.5%
St. Louis	45,981	1,529	3.3%	44,412	2,433	5.5%
St. Paul	45,325	14,783	32.6%	45,115	15,952	35.4%
Toledo	38,846	168	0.4%	37,738	518 ^	1.4%
Tucson	62,670	8,368	13.4%	61,869	7,162	11.6%
Total	**5,691,804**	**1,025,239**	**18.8%**	**6,000,547**	**1,130,958**	**18.8%**

* NCES data replaced with data from district Research Department.

^ From the Ohio Department of Education website.

Data from the National Center for Education Statistics, Characteristics of the 100 largest public elementary and secondary school districts in the U.S. 2000-2001

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What instructional programs are used with ELLs?

Surveys results from 31 (53%) districts produced data on instructional programs used to educate *ELL* students. *Bilingual education directors were asked to indicate which* instructional programs were available to ELLs in their respective districts for each of the six predominant language groups. (See Table 6.) Following is a summary of those instructional programs and their general characteristics.

Program names	Languages of Instruction	Languages of content instruction	Language Arts instruction
Dual Language, Two way, Bilingual immersion	English and the native language	English and the native language	English and the native language
Developmental, Late exit		English and the native language; instruction through English increases as students gain proficiency	English and the native language
Transitional, Early exit		English and the native language; quick progression to all or most instruction through English	English; native language used to assist transition to English
Sheltered, SDAIE, Content-based ESL	English only	English adapted to students' proficiency level	English in a classroom with native English speakers and ELLs
Pullout ESL, Self Contained ESL		English adapted to students' proficiency level	English in a classroom with all ELLs
English Only (no language support)		English	English

Only one district (Minneapolis) offered all six instructional programs. The most frequently offered program in the responding districts was Sheltered ESL (27 districts or 87% of districts responding to this question). Pullout or self contained ESL (24 districts or 77%) programs were the second most common. The least offered program was developmental, with 26% (8 districts) using this strategy.

All but one of the districts offer more than one instructional program to their ELLs. Twenty-three (74%) districts offered different instructional programs to different language groups. Only 21 (68%) districts offered dual language programs, for example, and 16 of these offered this program only for Spanish-speaking ELLs.

Table 6. Instructional Programs Used with Predominant Language Groups

	Dual Language, Two Way, Bilingual Immersion	Developmental, Late Exit	Transitional, Early exit	Sheltered, SDAIE, Content Based ESL	Pullout ESL	English Only (no language support)
Albuquerque	Spanish	Navajo Spanish Vietnamese	Spanish	Arabic Japanese Korean Navajo Spanish Vietnamese	Arabic Japanese Korean Navajo Spanish Vietnamese	
Baltimore					Arabic Serbo-Croatian Spanish Tagalog Urdu Vietnamese	
Boston	Spanish		Chinese (unspecified) Haitian-Creole Portuguese Somali Spanish Vietnamese			
Broward Co.	Spanish		Arabic Chinese (unspecified) French Haitian-Creole Portuguese Spanish			
Charlotte	Spanish			Arabic Bosnian Hmong Russian Spanish Vietnamese	Arabic Bosnian Hmong Russian Spanish Vietnamese	
Columbus				Amharic Arabic Khmer (Cambodian) Somali Spanish Twi	Amharic Arabic Khmer (Cambodian) Somali Spanish Twi	
Detroit	Spanish		Arabic Bengali Chaldean Hmong Romanian Spanish	Arabic Bengali Chaldean Hmong Romanian Spanish		Arabic Bengali Chaldean Hmong Romanian Spanish
Distrct of Columbia	Spanish		Spanish	Amharic Arabic Chinese (unspecified) French Spanish Vietnamese	Amharic Arabic Chinese (unspecified) French Spanish Vietnamese	Amharic Arabic French
Fort Worth	Spanish			Bosnian Khmer (Cambodian) Korean Lao Spanish Vietnamese	Bosnian Spanish Vietnamese	Khmer (Cambodian) Korean Lao Spanish Vietnamese
Guilford Co.				Arabic Khmer (Cambodian) Korean Spanish Urdu Vietnamese	Arabic Khmer (Cambodian) Korean Spanish Urdu Vietnamese	
Hillsborough				Haitian-Creole Korean Portuguese Serbo-Croatian Spanish Vietnamese	Haitian-Creole Korean Portuguese Serbo-Croatian Spanish Vietnamese	
Houston	Spanish		Spanish Vietnamese	Arabic Bosnian Cantonese Mandarin Spanish Urdu Vietnamese		Arabic Bosnian Cantonese Mandarin Spanish Urdu Vietnamese
Indianapolis				French Pulaar Serbo-Croatian Spanish Urdu Vietnamese	French Pulaar Serbo-Croatian Spanish Urdu Vietnamese	
Jefferson Co.	Russian Spanish Vietnamese			Korean Mandarin Russian Somali Spanish Vietnamese	Korean Mandarin Russian Somali Spanish Vietnamese	Korean Mandarin Russian Somali Spanish Vietnamese
Long Beach	Spanish			Khmer (Cambodian) Lao Samoan Spanish Tagalog Vietnamese		Khmer (Cambodian) Lao Samoan Spanish Tagalog Vietnamese

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	Dual Language, Two Way, Bilingual Immersion	Developmental, Late Exit	Transitional, Early exit	Sheltered, SDAIE, Content Based ESL	Pullout ESL	English Only (no language support)
Los Angeles	Korean Spanish		Armenian Cantonese Korean Spanish Tagalog	Armenian Cantonese Korean Spanish Tagalog Vietnamese		
Memphis				Arabic Cantonese Fulani Khmer (Cambodian) Spanish Vietnamese		Arabic Cantonese Fulani Khmer (Cambodian) Spanish Vietnamese
Miami-Dade	Spanish French		Arabic Chinese (unspecified) French Haitian-Creole Portuguese Spanish	Arabic Chinese (unspecified) French Haitian-Creole Portuguese Spanish	Arabic Chinese (unspecified) French Haitian-Creole Portuguese Spanish	
Milwaukee	Spanish	Spanish		Arabic Lao Hmong Serbo-Croatian Spanish Vietnamese	Arabic Lao Hmong Serbo-Croatian Spanish Vietnamese	
Minneapolis	Spanish	Somali	Hmong Somali Spanish	Hmong Lao Oromo Somali Spanish Vietnamese	Hmong Lao Oromo Somali Spanish Vietnamese	Hmong Lao Oromo Somali Spanish Vietnamese
Nashville				Arabic Korean Kurdish Somali Spanish Vietnamese	Arabic Korean Kurdish Somali Spanish Vietnamese	
New York City	Chinese (unspecified) Spanish	Bengali Chinese (unspecified) Haitian-Creole Russian Spanish Urdu	Bengali Chinese (unspecified) Haitian-Creole Russian Spanish Urdu	Bengali Chinese (unspecified) Haitian-Creole Russian Spanish Urdu	Bengali Chinese (unspecified) Haitian-Creole Russian Spanish Urdu	
Newark	Spanish		Haitian-Creole Portuguese Spanish		French Haitian-Creole Portuguese Spanish Urdu Twi	
Omaha	Spanish			Arabic French Hmong Mandarin Nuer Spanish	Arabic French Hmong Mandarin Nuer Spanish	
Orange Co.	Spanish		Haitian-Creole Spanish Vietnamese	Arabic French Haitian-Creole Portuguese Spanish Vietnamese	Arabic French Haitian-Creole Portuguese Spanish Vietnamese	
Philadelphia	Chinese (unspecified) Spanish	Khmer (Cambodian) Russian Spanish Vietnamese	Spanish	Albanian Arabic Khmer (Cambodian) Russian Spanish Vietnamese	Albanian Arabic Khmer (Cambodian) Russian Spanish Vietnamese	
Richmond				French Haitian-Creole Khmer (Cambodian) Mandarin Spanish	Arabic French Haitian-Creole Khmer (Cambodian) Mandarin Spanish	Arabic French Haitian-Creole Khmer (Cambodian) Mandarin Spanish
Rochester	Spanish	Spanish	Spanish	Arabic Farsi Lao Somali Spanish Vietnamese	Arabic Farsi Lao Somali Vietnamese	
Salt Lake City		Spanish		Bosnian Navajo Somali Spanish Tongan Vietnamese	Bosnian Navajo Somali Spanish Tongan Vietnamese	
St. Louis				Albanian Dari Serbo-Croatian Somali Spanish Vietnamese	Albanian Dari Serbo-Croatian Somali Spanish Vietnamese	
St. Paul	Spanish	Burmese Hmong Khmer (Cambodian) Spanish Somali Vietnamese	Spanish	Burmese Hmong Khmer (Cambodian) Spanish Somali Vietnamese	Burmese Hmong Khmer (Cambodian) Spanish Somali Vietnamese	

**Programs are listed by their various names.

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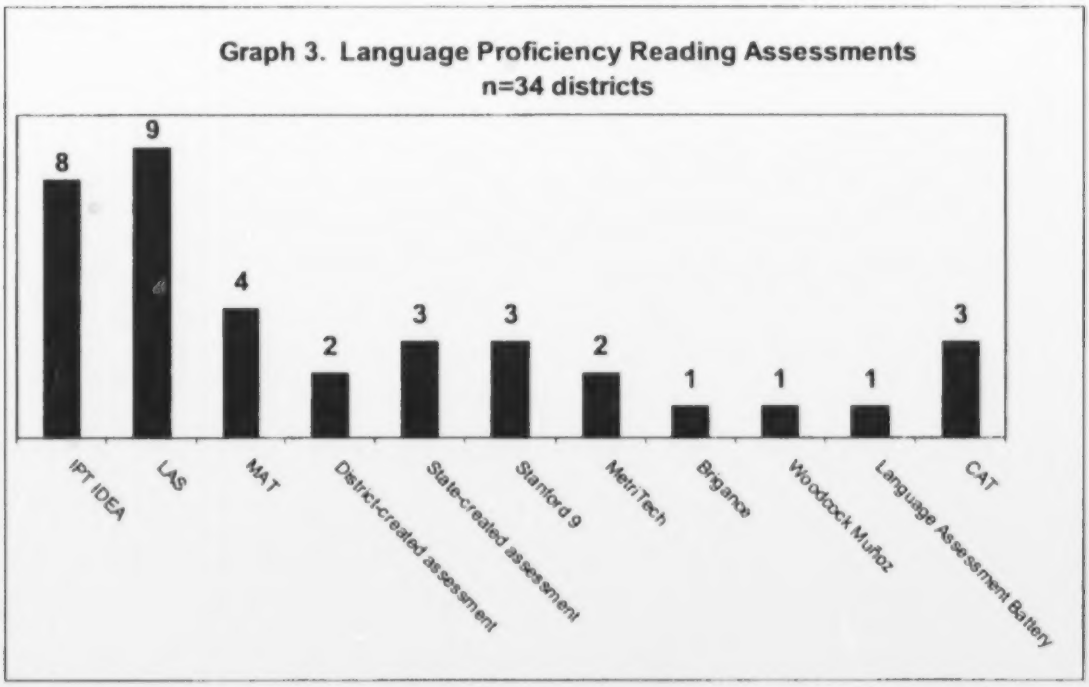
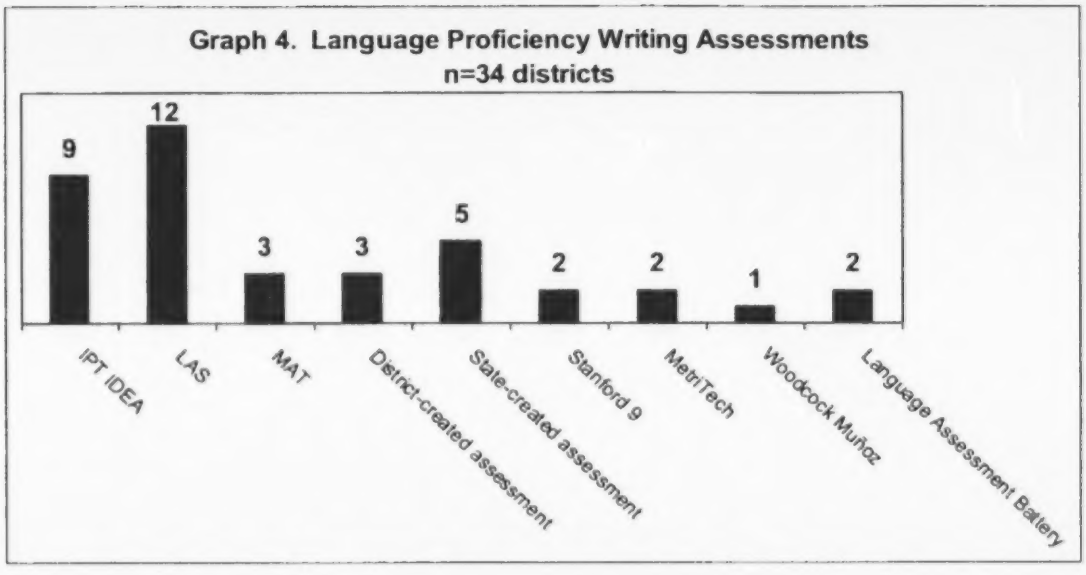
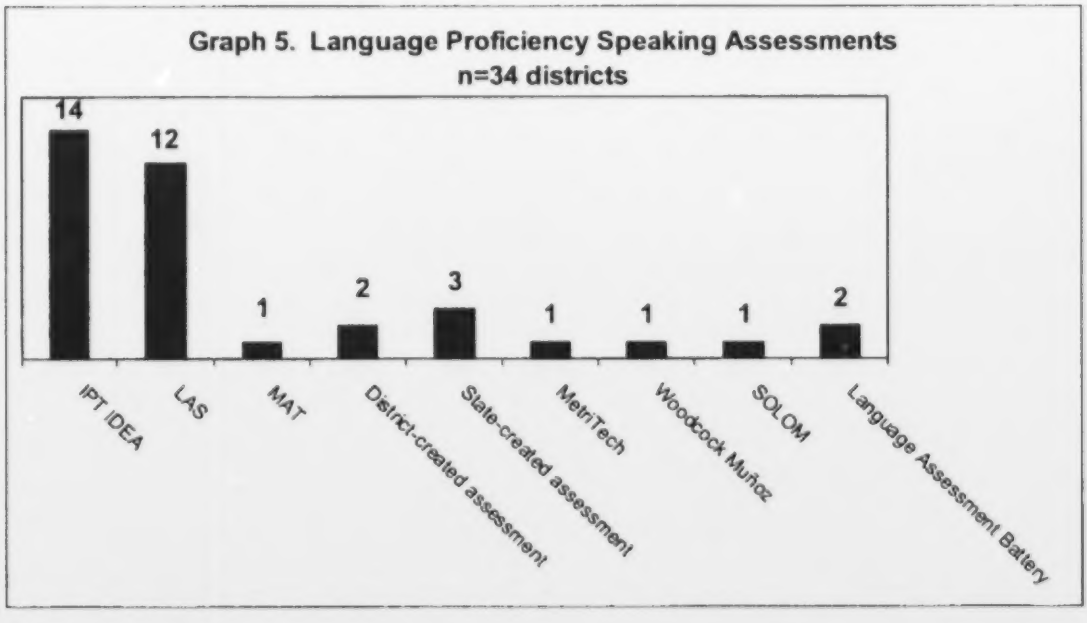
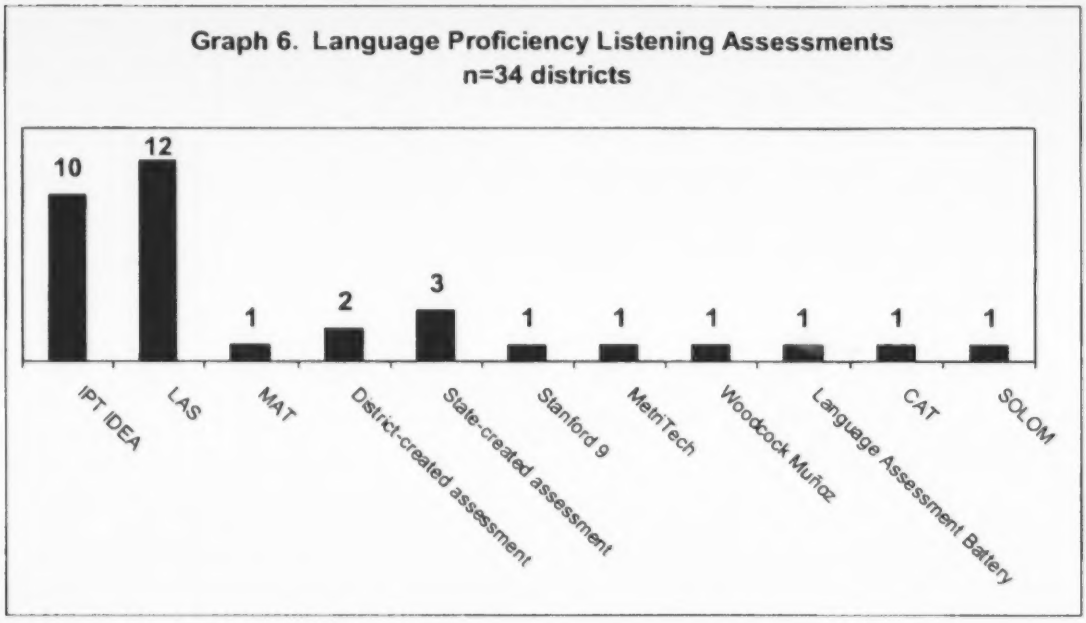
How are ELLs being assessed in English language proficiency?

The *No Child Left Behind Act* mandates that limited English proficient students be assessed annually in reading, writing, speaking and listening. Thirty-four (59%) member districts specified which assessment instruments they were using to assess skills in each of these four domains. Some districts used more than one instrument per domain. (The totals shown in Graphs 3-6 vary because of this.) The IPT IDEA (Language Proficiency Tests) and the Language Assessment Scales (LAS) were the most frequently used instruments in each of the domains. District-created and state-created assessments were also used, most frequently to assess writing proficiency. Graphs 3, 4, 5, and 6 present the results.




Graph 4. Language Proficiency Writing Assessments
n=34 districts
9
12
3
3
5
2
2
1
2
IPT IDEA
LAS
MAT
District-created assessment
State-created assessment
Stanford 9
MetriTech
Woodcock Muñoz
Language Assessment Battery

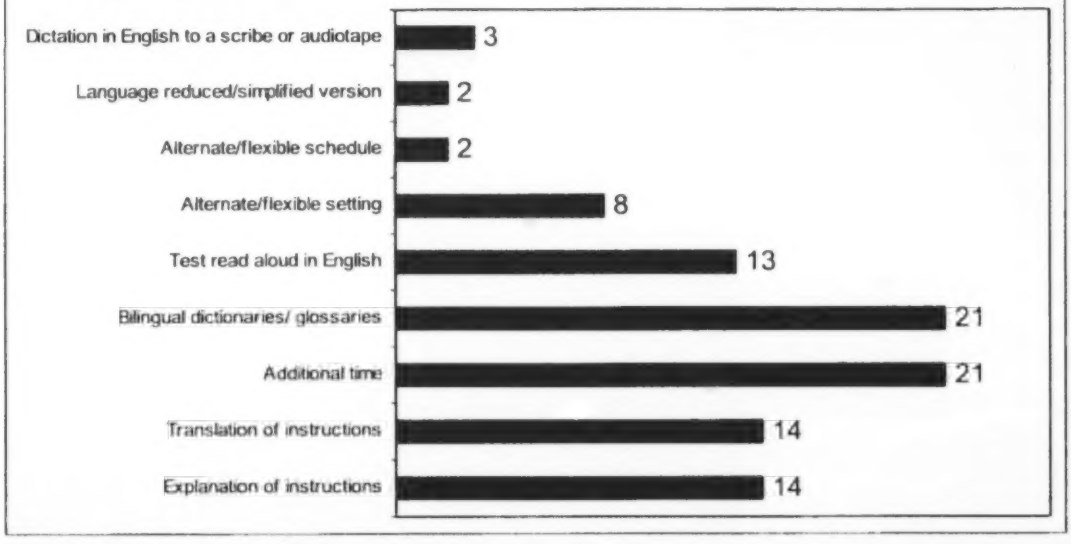

Graph 5. Language Proficiency Speaking Assessments
n=34 districts
14
12
1
2
3
1
1
1
2
IPT IDEA
LAS
MAT
District-created assessment
State-created assessment
MetriTech
Woodcock Muñoz
SOLOM
Language Assessment Battery



What accommodations are available to ELLs while taking academic achievement tests in English?

The *No Child Left Behind Act* also requires that limited English proficient students be assessed for academic achievement in the language and form most practicable. Most subject-matter tests, however, are in English. Districts administer the same tests to ELL students that they administer to all students, but provide some accommodations for students still learning English. Thirty-three districts (57%) specified on the survey which accommodations they used while administering English-language academic achievement exams to ELLs. Responding districts listed nine types of accommodations they used. The most common accomodations included additional time to complete the exams and bilingual dictionaries/glossaries. Some 21 of the 33 districts (64 %) allowed one of these two kinds of accommodations (See Graph 7).

Graph 7. Accomodations Permitted on Academic Achievement Tests
n=33 districts



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